



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Practice Test Resource Material
2007**

Grade 11

Reading

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Grade 11 Reading

Item Number	Item Type	Correct Answer	Depth of Knowledge Level	Content Cluster	Grade Expectation Text
1	Multiple choice (1pt.)	C	1	Vocabulary	10.3.1 - Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English
2	Multiple choice (1pt.)	B	1	Vocabulary	10.3.1 - Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English
					Informational passage: "Sea Census Scores Scads of Surprises"
3	Multiple choice (1pt.)	D	2	Vocabulary	10.2.1 - Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)
4	Multiple choice (1pt.)	B	2	Initial Understanding: Informational	10.7.1 - Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations]
5	Multiple choice (1pt.)	A	1	Initial Understanding: Informational	10.7.2 - Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams
6	Multiple choice (1pt.)	C	2	Analysis/ Interpretation: Informational	10.8.3 - Analyze and interpret informational text, citing evidence as appropriate by drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant

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7	Constructed response (4 pts.)	N/A	2	Initial Understanding: Informational	10.7.2 - Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams
					Literary passage: "The Mysterious Shop"
8	Multiple choice (1pt.)	A	1	Initial Understanding: Literary	10.4.2 - Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
9	Multiple choice (1pt.)	D	1	Vocabulary	10.3.1 - Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English
10	Multiple choice (1pt.)	B	2	Vocabulary	10.3.2 - Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language or technical vocabulary
					EXAMPLE: Students might be asked to explain the meaning of terminology appropriate to the content of the subject area as used in a text passage
11	Multiple choice (1pt.)	C	2	Analysis/ Interpretation: Literary	10.5.2 - Analyze and interpret elements of literary texts, citing evidence where appropriate by examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time

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Item Number	Item Type	Correct Answer	Depth of Knowledge Level	Content Cluster	Grade Expectation Text
12	Constructed response (4 pts.)	N/A	3	Analysis/ Interpretation: Literary	10.5.2 - Analyze and interpret elements of literary texts, citing evidence where appropriate by examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time
13	Multiple choice (1pt.)	B	2	Analysis/ Interpretation: Literary	10.5.3 - Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)
14	Multiple choice (1pt.)	B	1	Analysis/ Interpretation: Literary	10.5.2 - Analyze and interpret elements of literary texts, citing evidence where appropriate by examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time
15	Multiple choice (1pt.)	C	2	Analysis/ Interpretation: Literary	10.6.1 - Analyze and interpret author's craft, citing evidence where appropriate by demonstrating knowledge of author's style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, or use of punctuation) to analyze literary works
16	Multiple choice (1pt.)	C	2	Analysis/ Interpretation: Literary	10.5.3 - Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)
17	Constructed response (4 pts.)	N/A	2	Analysis/ Interpretation: Literary	10.5.1 - Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

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Sample Constructed-Response Item (4 points)

10.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 7 Explain the goals of the Census of Marine Life research project and the methods scientists are using to reach these goals. Use examples from the article to support your answer.

Scoring Guide

Score	Description
4	Response thoroughly explains the goals and methods of the Census of Marine Life research project. Response includes relevant examples from the article.
3	Response explains the goals and methods of the Census of Marine Life research project. Response includes some relevant examples from the article.
2	Response partially explains the goals and/or methods of the Census of Marine Life research project. Response uses examples from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response.

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Training Notes:

Goals:

- The census is trying to expand the knowledge of known species in the ocean. It is surveying previously unexplored areas to determine what lives there. Many of these species are microscopic.
- The survey is trying to better understand the behavior of marine life, especially where animals are going and when.

Methods:

- Scientists are exploring different oceans around the world.
- Scientists are using robotic vehicles to explore previously unreachable areas.
- Scientists are implanting tracking devices in animals to track their movements.
- Acoustic sensors and electronic tags track animals.

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Sample 4-Point Response

⑦ The census of Marine life research project has many goals they would like to meet. They are expecting to find a million new species by the year 2010. They need to describe and name all the new marine species they find. The scientists from over 73 nations are using deep-diving robotic vehicles and new technology to look in areas of the ocean that few have looked in before. They are also trying to implant tiny tracking devices in thousands of marine species, any size, and track them for a period of many years. Overall they can now determine where fish are going, and when they go there. They are doing most of their research in abyssal plains 2 miles or more below the surface of the ocean, in underwater mountain ranges that are remote and in polar seas. By using the new equipment and looking in these remote places the many scientists will reach their goals.

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Sample 3-Point Response

7

The goals of the Census of Marine Life research project is to discover new species of marine life within the 10 years of research they have. They wish to discover not only visible species but microscopic species below the surface of the ocean floor. They want to discover everything they can. Some methods they have and are doing is putting microchips on certain species and tracking their routes. "We're not trying to put chips in every fish in the ocean, but the ocean used to be a black box that fish just disappeared into." They aren't just trying to discover new species, they wish to learn as much information that they possibly can with the time they are provided with.

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Sample 2-Point Response

⑦ The goal of the Census of Marine Life research project is to explore a part of the world that had previously not been explored, to learn more about the world. By tracking fish migration patterns, it will not only help fisherman, but biologists too. The research project will provide knowledge and understanding of the ocean that no one had before.

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Sample 1-Point Response

7

The main goals of the Census of Marine Life is to investigate the ocean floor, make new discoveries, and track animals wherever they go for years.

Sample 0-Point Response

7

the goals of the Census of Marine Life are to find out cause of pollution, the bacteria, and disease, to find their weakness, and to find cures for disease. Scientists are using tv broad casting, news letters, and radio broadcasting as a method of the sea census.

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Reading

Sample Constructed-Response Item (4 points)

10.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time

- ⑫ Describe how Arthur’s attitude toward the shop changes from the beginning to the end of the passage. Use details from the passage to support your answer.

Scoring Guide

Score	Description
4	Response provides a thorough description of how Arthur’s attitude changes from the beginning to the end of the passage. Response includes relevant details from the passage.
3	Response provides a description of how Arthur’s attitude changes from the beginning to the end of the passage. Response includes some relevant details from the passage.
2	Response provides a partial description of how Arthur’s attitude changes from the beginning to the end of the passage. Response uses details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response.

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Reading

Training Notes:

- At the beginning of the passage, Arthur is indifferent to the shop.
- He thinks that the shopkeeper is just an ordinary older gentleman with wispy gray hair and spectacles.
- After he acknowledges the differences between the faded, grime-covered shop and the other buildings in the area, he becomes a little more curious.
- He has mixed emotions as he enters the shop.
- The chess set sparks Arthur's curiosity because it looks like someone has been playing—maybe the shopkeeper.
- He experiences guilt when he realizes he has marred the chess set.
- He loses interest in the shop.
- He feels fear at the end of the passage.

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Sample 4-Point Response

- ⑫ Arthur Drake's attitude towards the antiques shop changes drastically throughout the story. At first, he disregards the shop's existence as well as his friends' opinions that it is haunted. He walks by the shop every day, yet never "had the slightest desire to go inside." As he walks by one day, however, the "elusive shopkeeper" gives him a peculiar stare. This sparks an interest in Arthur, and his wonder is aroused. When he sees the shop door left open one day during a rainstorm, he takes the opportunity to look around. He comments that "the shop looked exactly as you would have expected from the street," showing that he has spent time wandering about the shop. However, his desires to remain inside are erased as soon as the shopkeeper speaks to him, and his "quiet words sent a shiver of cold through Arthur's body." His feelings toward the shop change from disregard to wonder, and finally to foreboding.

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Sample 3-Point Response

12

Towards the beginning of the passage Arthur does not exemplify any interest towards the shop, he didn't care "whether it was haunted or not, he never had the slightest desire to go inside." Once the middle of the story is reached and Arthur has entered the shop his feelings towards it appear to be more curious as he examines things such as the chessboard. Finally at the end of the story it is clear that Arthur is made very nervous by the shop, and its keepers "words sent a shiver of cold through Arthur's body." Arthur's feelings toward the shop progress from not interested, to curious, to his final feeling of fear towards the shop.

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Reading

Sample 2-Point Response

12

Arthur's attitude towards the antique shop gradually grows as the story goes on. Initially he is just an unsupstitious boy who happened to pass by the shopkeeper. However when the mysterious shopkeeper started staring at him, Arthur became curious, as if "the sight of a 14 year old boy who was late for school was a rare sight." He became so interested that he wanted another look at this man, which is why he decided to go inside the next day.

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Sample 1-Point Response

⑫

In the beginning, Arthur doesn't seem to care about the shop, but by the end, he get intrigued by what he sees inside.

Sample 0-Point Response

⑫

Arthur hates the shop in the beginning but towards the end he loves her valuable and price-worthy all the pieces are and the history behind the art.

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Reading

Sample Constructed-Response Item (4 points)

10.5.1 Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

- ⑦ Identify the climax of the passage and explain how the rising action leads to the climax. Use details from the passage to support your answer.

Scoring Guide

Score	Description
4	Response identifies the climax and thoroughly explains how the rising action leads to the climax. Response includes relevant details from the passage.
3	Response identifies the climax and explains how the rising action leads to the climax. Response includes some relevant details from the passage.
2	Response identifies the climax and partially explains how the rising action leads to the climax. Response uses details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response.

Training Notes:

The expected identification is the shopkeeper calling Arthur by name. Details that lead up to this might include Arthur passing the shop, the shopkeeper staring at Arthur, and Arthur entering the shop, touching the chess board, and encountering the shopkeeper.

Other interpretations are possible, if supported.

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Sample 4-Point Response

⑯ The climax of "The Mysterious Shop" is the fact that the old man who owns the shop knows Arthur's name. Arthur has never met this man before and has seen him only once. In the rising action, the author, Justin Richards, describes the antiques shop physically, noting its apparent neglect and old age. He describes how it is different from the other buildings around it, foreshadowing that something different or unusual will happen in the shop. The author also describes others' feelings and reactions about the place, how it is supposedly haunted. Richards describes the eccentricity of the old man and how the sight of Arthur causes him to stare, possibly depicting a connection between them. The story is suspenseful because it has no falling action after the climax of the story is reached, leaving all further events to the reader's imagination.

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Sample 3-Point Response

17

The climax of the passage is when the man knows Arthur's name. There are a few actions that lead up to the climax. The first is in the beginning of the passage when they mention the shop being haunted. They then go on to introduce the mysterious shopkeeper staring at Arthur. When the door is open, this is the turning point of the passage. You sense climax is approaching. The room is dusty and dark. Arthur drops water on the chessboard and wipes it away. Then the man says he can stay and says Arthur's full name. Climax.

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Sample 2-Point Response

⑯

The climax of the passage is when the shopkeeper knows Arthur's name. This is also the last line of this passage. The rising action is when Arthur gets water on the chess board. Arthur is then in a hurry to leave the store but he is kept there because he is curious about how the shopkeeper knows his name.

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Sample 1-Point Response

⑯ The climax of the passage was the very end when the shop keeper calls out Arthur's name. Also Arthur entering the shop was the rising action that lead to the climax of the shop keeper calling Arthur's name.

Sample 0-Point Response

⑯ Arthur is going to go back to school and now have something to tell all his friends what kind of things he just saw. He discovers scary and fascinating things in that shop.